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ABSTRACT

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in listening skills. The activities, which are presented in ascending order of grade level from kindergarten through sixth grade, are designed to develop listening skills while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually listening skills), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

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MULTICULTURAL, NONSEXIST TEACHING STRATEGIES

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LISTENING SKILLS

(k-6)

CS208 317

Cedar Falls, Iowa

Document title: Multicultural, Nonsexist Teaching Strategies: Listening Skills (K-6).

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ETHNIC GROUPS

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

After viewing this film, the student should be able to express understanding and appreciation for some aspects of Chinese culture.

MATERIALS

"Five Families" (one of the five filmstrips from 6240 Scholastic Films, filmstrip w/cassette). Filmstrip projector and cassette recorder.

DESCRIPTION OF ACTIVITY

See and discuss the filmstrip Five Families 6240B, Chinatown. Available from Area 7 Media Center.

DIRECTIONS

Watch the filmstrip "Chinatown". After watching the complete film, go back to frame 12 and ask the students how the roofs differ from other roofs. Frame 26 notice the Chinese writing on the signs. Frame 54 also has to do with Chinese writing.

EVALUATION

Did the students participate in the discussion after the filmstrip?

PREJUDICE/HANDICAP

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

Having spent time with an arm in a sling, the student discusses problems that he/she encountered.

MATERIALS NEEDED

Towels or some material to be used as a sling

DESCRIPTION OF ACTIVITY

Put the student's arm in a sling for a short period (during snack time). Introduce it by saying "I'm going to ask you to do something very hard for today". Explain what you are going to do and why the experience is being done. Ask "How would you wear a sling?" After the period was over discuss problems encountered.

DIRECTIONS

As above

EVALUATION

Did the student identify at least one problem encountered when wearing a sling?

CHINESE NEW YEAR

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will state when the typical American New Year begins (January 1) and that Chinese American people in our country celebrate the New Year at another time.

MATERIALS NEEDED

Chinese art or artifacts, encyclopedia showing pictures of a Chinese New Year Celebration.

DESCRIPTION OF ACTIVITY

Discussion about a Chinese New Year and how it differs from the American custom.

DIRECTIONS

Following Christmas vacation, discuss our New Year's Day, the parade on television that includes drum, costumes and music. Share the artifacts and pictures pointing out that Chinese people in our country celebrate New Years in a special way.

EVALUATION

Was the student involved in the discussion? Did the student understand the difference between the typical American New Year celebration and the Chinese American New Year celebration?

JEWISH GAMES

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will play the Dreidel Game and recognize it as a game historically associated with Jewish children.

MATERIALS NEEDED

Israeli music

DESCRIPTION OF ACTIVITY

Circle game

DIRECTIONS

Students form circle holding hands. Explain what a dreidel is. One student is chosen to be a dreidel in the center. Children walk around the circle while the student in the center turns in place for the first half of the melody. Then both the circle and the dreidel stop. The student in the center chooses another student to spin by holding hands and turning together in the center while the circle moves again for the last half of the melody. The chosen student stays in the center for the start of a new game and the first student rejoins the circle. Repeat until every student who wishes to be a dreidel has had a turn. Explain who developed the game.

EVALUATION

Did the students participate in the game? Do they have an understanding of who developed the game?

ETHNIC GROUP/GAMES

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: Center/small group
Time Allotment: 10-15 min.

OBJECTIVE/PURPOSE

The student will learn to play the Chinese game "Circles and Squares" and recognize it as a game played by Chinese children.

MATERIALS NEEDED

Game board (draw nine equal squares on a piece of white or light paper or white tagboard), 5 round counters, 5 cubes

DESCRIPTION OF ACTIVITY

Game to be played in pairs

DIRECTIONS

Play like tic tac toe. The object is to get three in a row.

EVALUATION

Could the student follow directions and play the game?

ETHNIC GROUP/CHINESE

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

They participate in playing the game Paper, Scissors and Stone with a partner

MATERIALS

None

DESCRIPTION OF ACTIVITY

The student will learn how to play the Chinese game, Paper, Scissors and Stone

DIRECTIONS

Tell the students that they are going to learn a game that Chinese students might play. It's called Paper, Scissors and Stone. Explain that two can play. On the count of three, both players show one of the following:

Paper (Hand extended flat)
Scissors (Index and middle finger extended to form V) (wiggle as if cutting with scissors)
Stone (Hand makes a fist for a rock)

Explain that:

Paper will cover a stone
Scissors will cut paper
Stone will dull scissors.

The student showing the most powerful subject wins or scores a point. Have a pair of students play for a while in front of the group until everyone understands it.

EVALUATION

Were the students able to participate in the game Paper, Scissors and Stone?

ETHNIC GROUP/CHINESE

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will participate in the preparation of Egg Drop Soup and will taste it.

MATERIALS

Cornstarch, water, egg, chicken bouillon cubes, metal saucepan, heating element, measuring cups, baby food jar, fork, small bowl, soup bowls, spoons.

DESCRIPTION OF ACTIVITY

Preparation of the traditional Chinese food, Egg Drop Soup (Egg Flower Soup).

DIRECTIONS

Write the recipe on an experience chart. Read through the recipe.

Egg Drop Soup (Egg Flower Soup)

1 tsp. cornstarch
1 tblsp. cold water
1 egg
3 cups clear chicken broth (can use bouillon cubes or strained chicken noodle soup)

Optional: 1 tsp. chopped parsley or scallion to suggest leaves.

1. Pour broth into, or prepare, broth in a metal saucepan, bring to boil.
2. Measure water and cornstarch into a baby food jar, cover with lid and shake vigorously.
3. Open jar, pour cornstarch mixture into broth, stir with fork until smooth.
4. Break an egg into a small bowl and beat with fork.
5. Slowly pour the beaten egg in the broth.

Allow students to watch and take turns helping to pour the egg in the broth. Then they can see the flowers formed when the egg cooks in shreads as it is dropped into the broth. It sinks and then rises to float on the surface in bud-like pieces. Stir until all egg has been added and cooked. Remove from heat and serve. Make sure each student gets some flowers spooned into his/her soup. Discuss the Chinese American communities in our country that continue to serve this soup. See if recipe can be found in our cookbooks.

EVALUATION

Did each student taste the soup?

ETHNIC GROUP/ISRAEL/HANUKKAH

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will participate in making the Jewish potato latkes. Each student will taste them.

MATERIALS

6 medium potatoes, 1 small onion, salt, pepper, flour, baking powder, graters, peelers, knives, mixing bowls, measuring cups and spoons, eggs, egg beater, tablespoons, frying pans, oil, heating source.

DESCRIPTION OF ACTIVITY

Before beginning the cooking activity, discuss a little about the Jewish holiday of Hanukkah. It is difficult for young students to understand the deeper meaning to this celebration. But at this time, they can learn the name of the holiday and that it is celebrated by Jewish people. They can learn that not everyone believes the same thing and that we must respect each person's right to his/her own beliefs. Also that although Hanukkah is celebrated during the same season as Christmas and gifts are given at both celebrations, Hanukkah is not the Jewish Christmas. Explain that latkes are a type of food that Jewish people eat during their celebration of Hanukkah. Write recipe on experience chart. Read to students and assign jobs.

Latkes

2 cups raw grated potatoes
1 small grated onion
1 tsp. salt
1 pinch pepper
1 tblsp. flour
½ tblsp. baking powder

1. Peel the potatoes and soak in cold water.
2. Grate them and pour off liquid. Add grated onion, salt and pepper.
3. Mix flour and baking powder and add to potato mixture.
4. One or two well-beaten eggs may be added.
5. Drop by spoonfulls onto hot, well-greased griddle (fry pan). Spread thin with back of spoon.
6. Turn when very brown. Drain fat.

Latkes are especially good served with applesauce or dipped in sour cream.

EVALUATION

Did the student taste the latkes? Do the students understand the two traditions? Resources for Creative Teaching in Early Childhood Education. Bonnie Mack Flemming, Darlene Softley Hamilton, Joanne Deal Hicks. pg. 269. Did the student participate in making the latkes? Did they taste them?

ETHNIC GROUP/AFRO-AMERICANS

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will participate in making Sweet Potato Candy and will taste the finished product.

MATERIALS

Sauce pan, colander, heating element, paper cups, recipe for Sweet Potato Candy and all ingredients

Sweet Potato Candy

1 lb. sweet potatoes (2 cups)
2 cups sugar (1 brown, 1 white)
1 tsp. lemon juice
1 cup marshmallows

For flavoring, you may add:
pineapple juice
orange juice
vanilla or cinnamon

DESCRIPTION

Sweet Potato Candy is a traditional African treat. It is enjoyed by children during Kuanza.

DIRECTIONS

Write the recipe on an experience chart so that the children can follow each step. Make sure that each child gets to participate in the cooking activity.

1. Wash and boil sweet potatoes
2. Cool, peel, and mash potatoes in a colander to remove strings
3. Place in a pan and add lemon juice, sugar, and marshmallows
4. Cook over low flame, stirring constantly until very thick
5. Set aside to cool
6. Add vanilla and/or other flavorings
7. Spoon out candy into paper cups
8. Dust with powdered sugar or sprinkle with sugar candies such as candy beads.

ENJOY

EVALUATION

Did the student participate in making the Sweet Potato Candy? Did he/she taste it?

ETHNIC GROUP/AFRO-AMERICANS

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: Two 15-min. periods

OBJECTIVE/PURPOSE

The student will gain an awareness of the African Thanksgiving celebration, Kuanza (Keh-wahn-zah).

MATERIALS NEEDED

Look in Ebony magazine or Ebony Jr. for pictures of black American families, demonstrating the seven lessons associated with observing Kuanza.

1. umoja (unity) - We must stand together
2. kujichagulia (self-determination) - We must decide in our own way
3. ujiona (cooperation) - We must work together
4. ujamaca (sharing by all) - We must share what we have
5. kuumla (creativity) - We need to use creativity in reflecting pride in and in caring for our community
6. nia (purpose) - We must have purpose in life to make a better world
7. unani (faith) - We need to have faith which will result in works and actions

DESCRIPTION OF ACTIVITY

Discuss the seven lessons associated with observing the holiday, Kuanza.

DIRECTIONS

This holiday is celebrated by some Afro-Americans from December 26 to January 1.

Day 1: Teach students to pronounce the word "Kuanza" (Keh-wahn-zah). Explain that the holiday is the way some American black families celebrate Thanksgiving. Learn to pronounce the African words that represent the seven lessons. Also explain what they mean.

Day 2: Display the pictures illustrating each of the seven lessons. Talk about how the families are observing each of the seven lessons. Talk about how we can use those lessons to make our classroom situation better. For more information about this holiday, write to the Institute of Positive Ed., 7528 Cottage Grove Ave., Chicago, Ill. 60619.

EVALUATION

Did the students participate in the discussions on Day 1 and on Day 2?

ETHNIC GROUP/NATIVE AMERICANS

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 10 min.

OBJECTIVE/PURPOSE

The students will participate in a discussion about Native American life today.

MATERIALS NEEDED

Pictures of Native Americans in modern day dress engaged in activities similar to those the students in the classroom participate in.

DESCRIPTION OF ACTIVITY

Discussion of how Native American life today is similar to ours, with special emphasis put on the fact that Native Americans are good and peaceful people.

DIRECTIONS

Display pictures. Ask questions concerning the similarities between Native American life today and the students' lives. Do the Native Americans wear the same kind of clothes? Do they play the same kind of games? How are their houses the same?

Television tends to show the Native Americans as "blood-thirsty warriers". We need to stress that the Native Americans are good people. Discuss the ways that the Native Americans helped the Pilgrims in the New World.

EVALUATION

Did the student participate in the discussion? Could the student verbalize one way the Native Americans are good people? Did the student participate in the discussion?

CULTURAL DIVERSITY/LEI DAY

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: 17-20
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will complete a Hawaiian lei and become aware that May 1st in Hawaii is celebrated as Lei Day instead of May Day.

MATERIALS NEEDED

6 inch string, 1 inch section of straws, flowers printed on colored construction paper

DESCRIPTION OF ACTIVITY

The students will make a Hawaiian lei from paper flowers, straw and string.

DIRECTIONS

On May 1, in addition to celebrating May Day, celebrate Lei Day in your room. In Hawaii they celebrate Lei Day instead of May Day. They make beautiful Hawaiian leis from the tropical flowers. Have the students cut out 10 flowers. Take 10 straw sections, string a flower and then a straw. Let the students enjoy wearing them at school.

EVALUATION

Did the student complete a lei to wear on Lei Day? Did the student understand the custom?

LITERATURE

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: 17-21
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will listen attentively while the story is being read.

MATERIALS

Story books

DESCRIPTION OF ACTIVITY

Read story books with sex roles reversed.

DIRECTIONS

Plan to read stories with sex roles reversed. Say "she" when the book reads "he" or make the main character a girl instead of a boy.

EVALUATION

Did the student listen while the story was being read?

WOMEN'S ROLES

Skill Area: Listening Skills
Grade: Kindergarten
Group: 17 - 25
Time Allotment: 10 min.

OBJECTIVE/PURPOSE

The student will participate in a discuss bout occupational roles of men and women.

MATERIALS

Chart. Pictures of men doing typically women jobs and pictures of women doing typically men's jobs.

DESCRIPTION OF ACTIVITY

List occupations and ask the students if they think of a man or woman doing that job.

DIRECTIONS

Ask students to name various occupations. Record them on a chart. Examples of occupations:

doctor	secretary	nurse
mayor	teacher	construction worker
beautician	astronaut	fire fighter
farmer	barber	police officer
carpenter		

Go through the chart and as you name the occupation, ask if a man or woman would do this job. Record the responses on the chart. Lead a discussion using the pictures of men and women in a typical job.

EVALUATION

Did the student participate in the discussion?

OCCUPATIONAL TITLES

Skill Area: Listening Skills
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 10 min.

OBJECTIVE/PURPOSE

The student will develop an awareness of the use of person instead of man at the end of appropriate occupational titles.

MATERIALS

Chart

DESCRIPTION OF ACTIVITY

List on an experience chart all occupations that have the word man in them. Examples: postman, mailman, milkman, salesman, fireman, policeman, weatherman, draftsman, garbageman, meterman, etc. Ask leading questions, for example:

Have you ever seen women do these jobs?

Why does each name have the word man in them?

How can we change the names so we know that both women and men do these jobs?

DIRECTIONS

As explained above.

EVALUATION

Did the student participate in the discussion?

ETHNIC GROUP/NATIVE AMERICANS

Skill Area: Literature/Listening Skills
Grade Level: Kindergarten
Group Size: 17-20
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will participate in the dramatization of the story, Indian Two Feet and His Eagle Feather by Margret Friskey. After dramatizing the story, the student will do something to help a friend to earn a reward.

MATERIALS

Book: Indian Two Feet and His Eagle Feather by Margret Friskey, eagle feathers (found in craft stores).

DESCRIPTION OF ACTIVITY

Dramatize the story Indian Two Feet and His Eagle Feather

DIRECTIONS

Read the entire story. Have the students find their own personal space and use the magic chalk to identify it. Read the story again and have the students pantomine the appropriate actions. Discuss that a long time ago a Native American child was not considered a grown-up until he did something to show that he had grown up. When he did that, he earned his eagle feather that meant he was a grown-up. Give the students the opportunity to show you something to help the other students in the room. When they have, they can earn an eagle feather or a sticker, or some kind of reward.

EVALUATION

Was each child able to earn their eagle feather or sticker?

AMERICAN INDIAN SYMBOLS

Skill Area: Listening
Grade Level: 1
Group Size: Small group
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To reinforce spatial concepts and to become aware of different forms of writing.

MATERIALS NEEDED

1 copy of Indian symbol sheet for each child
pencil
crayons
tape recorder
tape with instructions (see directions)

DESCRIPTION OF ACTIVITY

This is a taped activity lesson designed to develop better listening skills and to reinforce spatial concepts. The Indian Symbol sheet is used to expose the children to different forms of writing.

DIRECTIONS

Today we are going to be looking at some American Indian symbols. This is the way Indians used to write some of their words. Listen, while I tell you what to do. The first symbol is of a man. Pick up your purple crayon. Circle the symbol of the man. The second symbol is of a woman. Draw a red line under the woman. The next symbol is of a chief. Use your yellow crayon and put an X on the chief. Put a red line under the medicine man. Circle the symbol of the Indian with your blue crayon. The next symbol is of a lazy boy. Can you see why they used this symbol for a lazy boy? Put an X above the lazy boy with your black crayon. The next symbol is what they used to symbolize a village. Put an X in the middle of the village with your red crayon.

Continue this pattern with the other symbols.

EVALUATION

The students should be able to listen and follow the directions on the tape and perform to 80% accuracy.

DISABILITIES/BLINDNESS

Skill Area: Listening Skills
Grade Level: 1
Group Size: Class
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To listen in order to respond to a cue.

MATERIALS NEEDED

The story "One Egg? Two Eggs?"; Listen and Help Tell the Story; Bernice Wells Carlson; Abingdon Press; 1965.

DESCRIPTION OF ACTIVITY

The story "One Egg? Two Eggs?" is about a blind Japanese girl enjoying the senses of touch, taste, smell and sound on a farm in Japan. The students are made aware of how the people in different parts of the world interpret sounds and of the senses a blind child can use in exploring the world around him/her.

DIRECTIONS

Explain to the students that sounds are much the same no matter where you hear them, but that people in other parts of the world interpret them a little differently. Tell the students that when the story says,"The gentle wind says," they say "Zawa, zawa, zawa." When the story says, "The cat purrs," they say "Goro, goro, goro." When the story says "The dog barks," they say "Wan-wan! Wan-wan-wan!" Also, encourage the students to try to imagine how it would feel to live in a world where you could enjoy only the sense of touch, taste, smell and sound.

EVALUATION

The students should be able to make the proper response at the proper time to 90% accuracy.

"WHAT TO BE?"

Skill Area: Listening Skills
Grade Level: 1
Group Size: Class or small group
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To identify rhyming words using a book dealing with nonsexist career options.

MATERIALS NEEDED

The book, What to Be? by Meridith Powell and Gail Yokubinas; Children's Press, Chicago; 1972.

DESCRIPTION OF ACTIVITY

The students are to identify rhyming words used to help tell the story What to Be?. This book points out the vast career choices open to girls.

DIRECTIONS

Read the story What to Be?, stopping at the end of each verse to ask which words rhyme. After reading the book, have the students draw pictures of what they want to be. Discuss the pictures.

EVALUATION

When discussing their pictures, the students will conclude that both boys and girls have wide career opportunities.

"WOULD YOU EXPECT?"

Skill Area: Listening Skills
Grade Level: 1
Group Size: Class
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To listen critically to questions requiring a yes or no answer. To develop a nonsexist attitude toward careers.

MATERIALS NEEDED

None

DESCRIPTION OF ACTIVITY

Using the sentence pattern, would you expect____?, students will listen critically in order to answer yes or no to the questions.

DIRECTIONS

Ask the following questions. Ask students to answer "Yes" or "No". Then expand with "Why?"

Would you expect to see a zebra brush his teeth?
Would you expect to see a worm on the tail of a kite?
Would you expect to see a turtle with a shell?
Would you expect to see a doctor that is a woman?
Would you expect to see a man who can cook?
Would you expect to see a squirrel with a nut?
Would you expect to see a pig in the house?
Would you expect to see a man cry?

Expand on these questions using the same sentence structure. Have students make up some of their own.

EVALUATION

Students should be able to listen critically to answer the questions asked. They should develop a nonsexist attitude toward careers and responsibilities.

"WHY AM I DIFFERENT?"

Skill Area: Listening Skills
Grade Level: 1
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To listen to a story and answer questions about it. To make inferences from stories read. To develop a positive attitude about differences.

MATERIALS NEEDED

The book Why Am I Different? by Norma Simon; Albert Whitman & Co., Chicago; 1976

DESCRIPTION OF ACTIVITY

Why Am I Different? portrays every day situations in which students see themselves as "different" in family life, preferences, and aptitudes, and yet feel that being different is all right.

DIRECTIONS

Read Why Am I Different? to the students. After reading, discuss such questions as:

What are some ways people look different?
What are other things that make people different from each other?
How are you unique?
What would it be like if everyone was exactly the same?
How can we learn to like ourselves better?

EVALUATION

The students should be able to apply what they heard in the story and their own inferences in order to come to the realization that being different is all right.

ONE LITTLE GIRL

Skill Area: Listening Skills
Grade Level: 1
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To listen to a story in order to make inferences and form conclusions; to develop an appreciation for the mentally handicapped.

MATERIALS NEEDED

The book One Little Girl, Joan Fassler; Behavioral Publications Inc.; 1969.

DESCRIPTION OF ACTIVITY

The book One Little Girl is about Laurie. Laurie is a "slow child". She is mentally handicapped. But Laurie learns that she is only slow in doing some things. There are other things she can do well and take pride in.

DIRECTIONS

Read One Little Girl to the students. After reading, discuss such things as:

What were some of the things Laurie was good at?
What were some of the things that were difficult for Laurie?
What did the doctor say about Laurie?
How did things change for Laurie?
Does Laurie like to do some of the things you like to do?
Does Laurie have the same needs as you do?

EVALUATION

The students should be able to listen to the story and answer questions about it. They should develop a new appreciation for the mentally handicapped.

SALLY CAN'T SEE

Skill Area: Listening Skills
Grade Level: 1
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To listen to a story in order to make inferences and form conclusions; to develop an appreciation for the visually impaired.

MATERIALS NEEDED

The book Sally Can't See by Palle Petersen, John Day Co., New York, 1974

DESCRIPTION OF ACTIVITY

The book is about a little girl that swims, rides a horse, works hard at school and reads many books. She is also blind. Listening to the story and discussing it will expose students to the life of a person in a sightless world.

DIRECTIONS

Read the book to the students. After reading it, discuss such things as:

How does Sally read?
How does Sally make up for her loss of sight?
How does Sally's white cane help her?
Is Sally different from you, besides her handicap?
Does Sally like to do the same things you do?
What would it be like to be blind?

EVALUATION

The students should be able to listen to the story and answer questions about it. They should develop a new appreciation for the visually impaired.

A BUTTON IN HER EAR

Skill Area: Listening Skills
Grade Level: 1
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To listen to a story in order to make inferences and form conclusions; to develop an appreciation for the hearing impaired.

MATERIALS NEEDED

The book A Button in Her Ear by Ada B. Litchfield, Albert Whitman & Co., Chicago, 1976

DESCRIPTION OF ACTIVITY

The book, A Button in Her Ear is about a little girl relating her hearing deficiency and how it is corrected. Listening to the story and discussing it will expose students to life for students with a hearing handicap.

DIRECTIONS

Read the book to the students. After reading it, discuss such things as:

Why did Paul and Buzzie get upset with Angela?
What were some of the things Angela thought she heard?
What did the people really say?
How did Angela get help?
Is Angela different from you, besides her handicap?
Does Angela like to do some of the things that you do?
What would it be like to wear a hearing aid?

EVALUATION

The students should be able to listen to the story and answer questions about it. They should develop a new appreciation for the hearing impaired.

ACCURACY

Skill Area: Listening
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will listen to the story and write about events in the story with 100% accuracy.

MATERIALS NEEDED

Book "Everett Anderson's Christmas Coming" by Lucille Clifton Holt, Rinehart Winston 1971, paper and pencil.

DESCRIPTION OF ACTIVITY

Read story to students. Discuss ways their Christmas traditions are alike or unlike Everett Anderson's.

DIRECTIONS

Before: Listen to the story I am going to read to you.
After: Write the main ideas of the story, the main character or characters.

EVALUATION

Teacher evaluates.

PREJUDICE

Skill Area: Listening
Grade Level: 2
Group Size: 20-25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will listen to story and be able to identify examples of prejudice.

MATERIALS NEEDED

Book "The Sneetches" - Dr. Seuss

DESCRIPTION OF ACTIVITY

Define prejudice. Read story. Have discussion about prejudice as shown in the book.

DIRECTIONS

Before story: Listen to story I will read to you
After story: Could you find the prejudice in this story? What were they?

EVALUATION

Teacher evaluates.

HANDICAPPED

Skill Area: Listening
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The students will listen and create a chain story.

MATERIALS NEEDED

Tape recorder, ears.

DESCRIPTION OF ACTIVITY

Teacher will start an eventful story using different cultures, women in various roles and handicapped people. As student progresses through chain of events, tape story. Replay story to check for details in the chain of events.

DIRECTIONS

Listen to the story I'm going to start. Think of a sentence, then raise your hand if you have a sentence to add to the story.

EVALUATION

Teacher evaluates.

PEOPLE IN THE NEWS

Skill Area: Listening
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will identify characters in the news from description.

MATERIALS NEEDED

Newspaper to select people.

DESCRIPTION OF ACTIVITY

Teacher will read descriptions of people who have been in the news the previous week. Select people of all cultures.

DIRECTIONS

Listen to the description of the person I'm reading about. Raise your hand when you know.

EVALUATION

Teacher evaluates.

HANDICAPPED

Skill Area: Listening
Grade Level: 2
Group Size: 20
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

After listening to a selection read by the teacher about Helen Keller, the student will write 4 sentences about her handicap and how she dealt with it.

MATERIALS NEEDED

Selection about Helen Keller

DESCRIPTION OF ACTIVITY

Teacher will read selection and students will write sentences.

DIRECTIONS

Listen to the following selection and be ready to write 4 sentences. At the end of the selection, direct the students to write 4 sentences.

EVALUATION

Teacher will correct sentences written by students.

MARTIN LUTHER KING, JR.

Skill Area: Listening
Grade Level: 2
Group Size: 25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

After listening to a selection about Martin Luther King, Jr., the class will be able to answer discussion questions.

MATERIALS NEEDED

Selection about Martin Luther King, Jr. Example: Afro-American Contributors to American Life, John Franco, Benefic Press, Page 160-161, c. 1971.

DESCRIPTION OF ACTIVITY

Teacher will read selection from book, then use discussion questions on page 164.

DIRECTIONS

Listen to the story I'm going to read to you. Answer questions in the group.

EVALUATION

Teacher will listen to answers to their questions for understanding.

MYSELF

Skill Area: Listening
Grade Level: 2
Group Size: 20
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will listen to the poem and write complete sentence responses to the questions.

MATERIALS NEEDED

Poem " My People" by Langston Hughes

DESCRIPTION OF ACTIVITY

Read poem to students. Write responses to the following questions:

What do you like about yourself?
Who are you?
What do you like to do?
What do you look like?

DIRECTIONS

Write as many sentences as you like to these questions.

EVALUATION

Teacher evaluation.

ACCURACY

Skill Area: Listening
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will listen to the story and write about events in the poem with 100% accuracy.

MATERIALS NEEDED

Book "Where the Sidewalk Ends" by Shel Silverstein, Poem "Sick", paper and pencil.

DESCRIPTION OF ACTIVITY

Teacher will read poem. Have students list the many reasons Peggy Ann McKay couldn't go to school. Little girl making up excuses for not going to school.

DIRECTIONS

Before: Listen to this poem.

After: How many excuses can you write down for why Peggy Ann McKay couldn't go to school?

EVALUATION

Teacher evaluates.

LISTENING TO A STORY

Skill Area: Listening Skills
Grade Level: 3
Group Size: Class
Time Allotment: 30 - 40 min.

OBJECTIVE/PURPOSE

The student will be able to name the main characters and relate basic information after having listened to the teacher read a short story.

MATERIALS NEEDED

Story or book about peoples' lifestyles, pencil and paper

DESCRIPTION OF ACTIVITY

Teacher will read the story to the class. The story should be depicting different families and their lifestyles in America. Some examples are:

The students will then list the main characters and basically, relate what the main idea (event) of the story was.

DIRECTIONS

Listen carefully to the story that I'm going to read to you. After I'm finished, I want you to list the main characters, what each one does in the story, and the main idea of the story.

EVALUATION

Teacher decides whether each student has covered the information that the teacher wants.

CLASSROOM SOUNDS

Skill Area: Listening
Grade Level: 3
Group Size: Learning Center
Time Allotment: 20 Min.

OBJECTIVE/PURPOSE

Students will listen to tape and identify at least 15 different sounds and write a comparable noise level sound they know about.

MATERIALS NEEDED

10-minute tape recording of classroom noises, tape player, paper, pencil

DESCRIPTION OF ACTIVITY

After listening to tape, students will identify noises and comparables.

DIRECTIONS

Listen to tape. List sounds you hear. Then write sounds of the same level of questions or loudness. Listen to the tape a second time if you need to do so.

EVALUATION

Teacher will read sound lists.

OPTION

Have ten-minute tape of lunchroom sounds, kitchen sounds, barnyard noises, etc.

MINORITIES

Skill Area: Oral Listening
Grade Level: 4
Group Size: Class
Time Allotment:

OBJECTIVE/PURPOSE

The students shall appreciate and understand, through group discussion, the problems of belonging to a minority group.

MATERIALS NEEDED

Questions for discussion

DESCRIPTION OF ACTIVITY

Group or circle

DIRECTIONS

Have students sit in a circle or arrangement for easy discussion. Establish rules for sharing turns to speak and listen. Questions that could be used:

Define What do we mean by minority? (fewer in number)
When are there minorities? (less girls, children, blacks, handicapped, elderly)
What do we mean by majority rule?

Personalize: When have you been in a minority?
How did it feel?
Do you know anyone of a minority group?
How have you helped them?

Challenge: Do we need to let the minorities have a right to be heard?
What should we do to help them?
Are their problems our problems too?
How can we find out more about them?

EVALUATION

The students should have contributed to the discussion and shown understanding of the problem.

PREJUDICE

Skill Area: Listening, Oral
Grade Level: 4
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Students should become more willing to accept persons who are different from themselves.

MATERIALS NEEDED

Film, Inside/Out, But Names Will Never Hurt?

DESCRIPTION OF ACTIVITY

Use of film. Discussion of ideas.

DIRECTIONS

Talk about name calling. Show the film. Discuss ideas such as these:

Feelings caused when someone is called names they don't like.

Prejudices toward people of other color or background.

What causes prejudices?

How does it feel to be rejected or left out?

EVALUATION

The students should have participated in the discussion. They could write a short paragraph summarizing their feelings and ideas about the film and discussion, or about their own similar experiences.

HANDICAPPED

Skill Area: Oral Listening
Grade Level: 4
Group Size: Class
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

The students shall, through group discussion, understand the problems of the handicapped and realize they too may be handicapped and need to adjust.

MATERIALS NEEDED

Questions for discussion

DESCRIPTION OF ACTIVITY

Group or circle discussion

DIRECTIONS

Sit in a circle or room arrangement for easy discussion. Establish rules about taking turns speaking and listening to that person.

Discussion - Handicapped

Define - What is meant by being handicapped? Where have they heard it used? In what ways are people handicapped?

Personalize - In what ways have they been handicapped? (Hearing, sight, broken bones, illnesses, size.) Do they know anyone who is handicapped? Have they done something to help?

Challenge - Is it possible for someone who is handicapped to be great? To do well? Should we help take care of the handicapped? What should they do for themselves? Which handicap is the greater - blindness or deafness? What are some of the problems of the handicapped?

EVALUATION

The students should have contributed to the discussion and listened to other ideas.

EXTENSION

Blind walk
Plug ears for 5 or 10 minutes
Limit use of one arm

GREAT AMERICANS

Skill Area: Listening and Oral
Grade Level: 4
Group Size: Class
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

The students shall listen to the selection read, answer the questions, and discuss orally contributions of great Americans.

MATERIALS NEEDED

Selection about a famous person of various races, sex, background. Paper and pencil to answer questions. Paper for plaques.

DESCRIPTION OF ACTIVITY

Reading of the article. Write answers and discuss them.

DIRECTIONS

Listen to the article about _____. Answer these questions:

1. Why was _____ such a special person?
2. Who are some other people you know in this profession?
3. How do you think someone becomes great in this field?
4. Name some accomplishments of the person. Design a plaque to honor him or her.

Read the story to the class:

To the rest of the world he was Jim Thorpe. But to the Sack and Fox Tribe of Oklahoma he was Wa-Tho-Huck, or Bright Path. During his 65 years, it was a bright path that he followed. No other person ever enjoyed the athletic success that he did.

For three years he was an All-American football player. For ten years he played professional baseball. For fifteen years he played professional football. No sport was too tough for him.

But it was in track and field that he was best. In college he was practically a one-man team and in the 1912 Olympic Games he won both the pentathlon and decathlon, something no other athlete had ever done.

He died in 1953 but he still is remembered. The people of Yale, Oklahoma plan to build a memorial to him. He was a great athlete and an outstanding American Indian.

EVALUATION

Check answers about the selection. Share or display plaques.

It would be best to start this early in the year and do one each week. Or the students could take turns presenting the selection.

WORKING IN A GROUP IS IMPORTANT

Skill Area: Listening Skills
Grade Level: 4
Group Size: 2 children
Time Allotment: Use in a center

OBJECTIVE/PURPOSE

Students will realize that people work in groups and help each other through communications.

MATERIALS NEEDED

Paper circles and/or other shapes of different sizes and colors, two sets just alike.

DESCRIPTION OF ACTIVITY

Same as directions

DIRECTIONS

Two students on opposite sides of a table, facing each other with a screen between them.

One child is the speaker, the other does not speak, but follows the direction.Child 1 creates a pattern and describes the pattern to Child 2. Child 2 is to duplicate the design without asking questions. Repeat the procedure with Child 2 being allowed to ask questions. Compare the two games and discuss the feelings of both participants.

EVALUATION

Teacher observation.

DEVELOPING POSITIVE SELF IMAGE

Skill Area: Listening
Grade Level: 4
Group Size: Class
Time Allotment: 1 Period

OBJECTIVE/PURPOSE

The student will construct a cube that shows things about them.

MATERIALS

Boxes, snapshots, poems, lists of favorite words, people, foods, books, etc.

DESCRIPTION OF ACTIVITY

As described in the directions.

DIRECTIONS

Cover all sides of the box with construction paper. Write or draw or paste something about yourself on each side of the box.

EVALUATION

Display cubes by hanging from ceiling or lights.

NATIVE AMERICAN GAMES

Skill Area: Listening
Grade Level: 4
Group Size: Class
Time Allotment: Extended time for playing with games made.

OBJECTIVE/PURPOSE

To develop an awareness of games from other countries and cultures. To be able to construct and play some of the games.

MATERIALS NEEDED

Book Games of American Indians by Gordon C. Baldwin, yarn and oaktag

DESCRIPTION OF ACTIVITY

Games are made using ideas from other countries and cultures.

DIRECTIONS

Read the book. Then reread the game directions, cautioning the students to listen carefully. Make one of the string games as mentioned in the book. Later, students could read other directions on their own and make more games.

EVALUATION

Observations

INTERVIEWS WITH FRIENDS

Skill Area: Listening,Writing,etc.
Grade Level: 5
Group Size: Indiv. or Pairs
Time Allotment: Few Days

OBJECTIVE/PURPOSE

To ask questions and use good listening skills in recording opinions; to compile information organized to draw conclusions and write summarizations about what constitutes a "good" girl and a "good" boy.

MATERIALS NEEDED

Paper and pencils

DESCRIPTION OF ACTIVITY

Instruct students to talk to several different people and ask for their opinions.

Do not take their names or tell them your opinion until you have recorded theirs so that people will want to talk with you.

Do be polite, ask the person to be interviewed at a convenient time and explain that this is a class project. From each person collect the following information:

1. Sex
2. Age range: under 10; 11-20; 21-34; 36-50; over 50
3. Describe a "good boy"
4. Describe a "good girl"

After information is collected:

1. Define the terms "active" and "passive.
2. Label each description you have collected as active or passive or a mixture.
3. Group your results according to sex of persons interviewed and then according to age.
4. Write a summary of your data collected.

DIRECTIONS

Same as Description

EVALUATION

Discussion related to what conclusions were drawn from information collected. Written paragraphs summarizing findings.

Source: Adapted from :Today's Changing Roles: An Approach to Non-Sexist Teaching

"CITIZEN" RECOGNITION

Skill Area: Listening - Usage
Grade Level: 5
Group Size: Class
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

To understand and recognize that citizens of an area, region, state, city and country take that name - many with an -ian ending.

MATERIALS NEEDED

Paper, pencil and/or do orally

DESCRIPTION OF ACTIVITY

Discussion with students about where their forefathers came from. Then have students write the "citizens" of these locations.

DIRECTIONS

Read the following words to your students, or write on blackboard or overhead. Have them write the citizens of these countries, states, cities, and regions:

	Location	Citizens
Countries:	Austria	Austrian
	Belgium	Belgian
	Norway	Norwegians
	Egypt	Egyptians
	Greece	Grecian
	Italy	Italian
	Hungary	Hungarian
States:	Georgia	Georgian
	Virginia	Virginian
	California	Californian
	Florida	Floridian
	Kentucky	Kentuckian
Regions:	Arabia	Arabian
	Bohemia	Bohemian
	Armenia	Armenian
	Asia	Asian
	Australia	Australian
	Polynesia	Polynesian
Cities:	Paris	Parisian
	Victoria	Victorian
	Washington	Washingtonian

EVALUATION

Have students write 5 different "citizen" combinations. Share.

WHAT'S YOUR "EAR"-Q!?"

Skill Area: Listening Skills
Grade Level: 5
Group Size: 20-25
Time Allotment:

OBJECTIVE/PURPOSE

Students should realize that following directions accurately requires careful LISTENING.

MATERIALS NEEDED

Pencils, scissors, rulers and square pieces of paper (colored) for each student.

DESCRIPTION OF ACTIVITY

That by following 8 directions carefully the student should have a four-pointed star at the end of this activity!

DIRECTIONS

Follow these directions: No repeats!

Step 1. Draw a straight line from the top left-hand corner of the paper to the bottom right-hand corner. This line is your diagonal.

Step 2. Fold the paper along the diagonal so that you have a triangle.

Step 3. Fold the long side of the triangle in half. This fold will be on the left side of the triangle.

Step 4. Fold teh long side of ths triangle. This last fold will be on the left side, with the long side on the diagonal.

Step 5. Make a pencil mark about a third of the way down on the short (left) fold.

Step 6. Draw a straight line from the mark you made to the bottom corner of the diagonal fold.

Step 7. With the scissors, cut along the line through all layers of paper.

Step 8. Unfold the paper. Voila! You're a star!

EVALUATION

Everyone who successfully completed this activity should put their name on the star. Hang from the ceiling, or put on the Christmas tree.

"WHISTLE WHILE YOU LISTEN!"

Skill Area: Listening Skills
Grade Level: 5
Group Size: Class
Time Allotment: 25-35 min.

OBJECTIVE/PURPOSE

To help the students improve their memory and help them listen carefully in order to remember information they have heard.

MATERIALS NEEDED

Various sound makers, i.e. a whistle, bell, aluminum foil, a ruler, marble in a can, heavy book, clapper, rattle, rubber band, any musical instrument, etc.

DESCRIPTION OF ACTIVITY

The teacher or a student blows the whistle, rings the bell, taps the ruler, crumbles the foil, and so on, in any order he/she chooses. A series of 5-9 sound events at a time would be needed. The rest of the class listens with their heads down, eyes closed.

DIRECTIONS

The teacher or student then selects another student to duplicate the sounds or give the proper sequence of the sounds orally.

An alternate (without materials) would be to have student or teacher whistle, hum, cheer, clap hands (1 to 4 times), cough, sneeze, laugh, shiver, cry, etc. while the class listens with eyes closed.

EVALUATION

Any student who was chosen to repeat each of the sounds made, and does so successfully, gets to make the next sequence of sounds.

TAPE SOUNDS

Skill Area: Listening
Grade Level: 6
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will discriminate the differences of types of sound, identify and relate to stereotyping of either sex.

MATERIALS NEEDED

Tape recorder/prepared audio tape of common occupational sounds encountered with a task. Paper and pencil optional.

DESCRIPTION OF ACTIVITY

Provides opportunity to discuss, after hearing tape, the automatic labeling that exists with occupations.

DIRECTIONS

Introduce by using parent occupations. Direct questions to "tools" of the trade. Play tape and ask for verbal or pencil response. May play tape completely or stop after each and discuss.

EVALUATION

Students will exhibit, through discussion, the inequality of such labeling and may wish to prepare a tape of their own design.

THE MAIN THING

Skill Area: Listening Skills
Grade Level: 6
Group Size: Class
Time Allotment: 5 min. after reading

OBJECTIVE/PURPOSE

The student will, after listening to a short selection of a noteable figure (MC/NS emphasis), be able to suggest a title as a main idea.

MATERIALS NEEDED

Selections from Reader's Digest or noteable personalities. (May be used at the same time as sequence of events.)

DESCRIPTION OF ACTIVITY

Teacher will read selection and before discussion of events sequence, will ask for suggested titles.

DIRECTIONS

The teacher or student selected article is read orally to the class. The person's life may be discussed either before or after a title is suggested.

EVALUATION

Students will suggest a variety of titles directed toward the main idea of the selections.

AN ORDERED LIFE?

Skill Area: Listening
Grade Level: 6
Group Size: Class
Time Allotment: 45 min.

OBJECTIVE/PURPOSE

Students will recognize a clear-cut sequence of events and be able to predict possible outcomes.

MATERIALS NEEDED

Reader's Digest articles on noteable personalities (emphasis MC/NS).

DESCRIPTION OF ACTIVITY

Teacher read story and oral/written student response

DIRECTIONS

Instruction will consist of a teacher read selection, chosen because of its MC/NS emphasis and organized sequence in a life story. The teacher may or may not choose to complete the story and students will be instructed to recreate the events and possible outcomes to the life story.

EVALUATION

Students will produce orally or on paper the proper sequence of events and be succ ssful in predicting an outcome.

DIALECTS

Skill Area: Listening
Grade Level: 6
Group Size: Large or small group
Time Allotment: 25-30 min.

OBJECTIVE/PURPOSE

Given the opportunity to listen to tapes of the same passage, each student will perceive differences in the pronunciations of various words due to differing cultural and regional backgrounds.

MATERIALS NEEDED

A reading passage including the following words: right, house, fit, bath, child, Mary, were, fire, pail, here, log, and sorry. Tape recorder and blank cassettes.

DESCRIPTION OF ACTIVITY

Individual students read a selected passage into a tape recorder. The taped readings are played for the class. Students listen for differences in pronunciations of various words.

DIRECTIONS

Have several students selected from the class (or other people around school) read a passage containing selected words into a tape recorder. The tapes are then played for the whole class. The class is instructed to listen for differences in the pronunciation of the following words:

right	child	pail
house	Mary	here
fit	were	log
bath	fire	sorry

If differences are apparent, have class speculate on reasons for differences - where person lives, family background, etc. If some are interested and have the tapes and recorder at home, the studnets can try something similar at home or in their neighborhood. Results could then be reported back to the class.

EVALUATION

Can be made informally through student's participation in class discussion.

INTEREST INVENTORY

Skill Area: Listening Skills
Grade Level: 6
Group Size: Indiv. or large group
Time Allotment: 15-45 min.

OBJECTIVE/PURPOSE

Each student will complete the interest inventory. The information in the inventory will aid the teacher in planning activities based on the needs and cultural backgrounds of the students.

MATERIALS NEEDED

Inventory Sheet

DESCRIPTION OF ACTIVITY

This activity can be done in individual interviews or by having each student fill out an interview sheet. All or part of the inventory questions may be used. Additional questions may be asked.

DIRECTIONS

The students will answer the inventory questions either orally (individually) or in a written manner. Birthdate is useful for classroom activities and celebrations.

Inventory Questions

1. What do you want to do (be) when you grow up? Why?
2. What is your favorite T.V. program?
3. What is the scariest (most frightening) thing you can imagine?
4. If you were the teacher, what would we study about in science (or other subjects) this next month?
5. If you had $10 to spend in a book store, what kind of books would you buy? What would the books be about?
6. If you could be any kind of animal, what would you be? Why?
7. Is there anything you are superstitious about?
8. What is the best part of being in school?
9. If you could be the teacher, what would you change about school?
10. What, in particular, would YOU like to learn about sometime in the rest of the school year?
11. How do you celebrate your birthday?
12. What special things do you do to celebrate Christmas (or Hanukkah)?

EVALUATION

Evaluation should be made on the completion of answering the questions, not on the content of the answers.

CLASSROOM SOAP

Skill Area: Listening Skills
Grade Level: 6
Group Size: Large or small
Time Allotment: 20 min. daily

OBJECTIVE/PURPOSE

Following listening to an episode of the continuing story, the students will display evidence of their attentiveness by participating in a post-episodic discussion and participation in the planning and preparation of future episodes.

MATERIALS NEEDED

Teacher prepared episode, pencil, paper

DESCRIPTION OF ACTIVITY

A good activity to start the period of time following the lunch period. This is an on-going listening activity that can be used on a daily or intermittent basis. A continuing story is begun by the teacher and continued at the teacher's discretion with regular or intermittent contributions by the students.

DIRECTIONS

The teacher composes the first episode of a continuing story. The story plot could take the form of a diary, series of letters or memoirs of someone caught in an adventurous situation such as being caught in a time-machine situation or captured by unfriendly natives on an island. Information in social studies or science can be worked into the story. Try to work the names of the children in the classroom into the story. On a volunteer basis, students could write part or all of ensuing installments. This could be done on an individual or small group basis (creative writing). A large group activity might be to have the whole class write what each of them would like to be the next part of the story.

EVALUATION

Evaluation can be made on an informal basis through the student input into discussions concerning the episodes. Formal evaluation can be made through the student's written continuations of the story.

"PLEASE LISTEN TO WHAT I 'M NOT SAYING"

Skill Area: Listening
Grade Level: 6
Group Size: Class
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

Following listening to the poem and the ensuing discussion, the students should relate their feelings.

MATERIALS NEEDED

Copy of "Please Listen to What I 'm Not Saying"

DESCRIPTION OF ACTIVITY

The short article is read to the class with discussion following the reading.

DIRECTIONS

Read the article to the class. Following the reading, discuss the meaning of a facade or mask someone might "wear" and the reasons why a person might feel the need to do this. Try to bring out that one has to look beyond the "mask" to grasp the genuineness of the person beneath and value them for who they really are. Article is on next page.

EVALUATION

Students should be involved in the discussion.

Please Listen to What I'm Not Saying

Don't be fooled by me. Don't be fooled by the face I wear. For I wear a mask, I wear a thousand masks, masks that I'm afraid to take off; and none of them are me.

I give the impression that I'm secure, that confidence is my name and coolness my game, that the water's calm and I'm in command, and that I need no one. But don't believe me. Please.

My surface may seem smooth . . . beneath I dwell in confusion, in fear, in aloneness. But I hide this. I panic at the thought of my weakness and fear being exposed. That's why I frantically create a mood to hide behind, a nonchalant, sophisticated facade to shield me from the glance that knows. But such a glance is my salvation. And I know it.

It's the only thing that can assure me of acceptance and love. I'm afraid you'll think less of me, that you'll laugh, laugh would kill me.

So I play my game, my desperate pretending game, with a facade of assurance without, and a trembling child within, and so my life becomes a front. I idly chatter to you in the suave surface tones . . . I tell you everything that's nothing, and nothing of what's everything, of what's crying within me. So when I go into my routine do not be fooled by what I am saying. Please listen carefully to hear what I am not saying.

I dislike the superficial, phony game I'm playing. I'd like to be genuine and spontaneous, and me. You've got to hold out your hand even when it seems to be the last thing I seem to want, or need. Only you can call me into aliveness. Each time you're kind, and gentle, and encouraging, each time you try to understand because you really care, my heart begins to grow wings, small wings, very feeble wings.

I want you to know how important you are to me, how you can be a creator of the person that is me if you choose to. But it will not be easy for you. A long conviction of worthlessness builds strong walls.

The nearer you approach me, the blinder I may strike back. It is irrational, but despite what the books say about man, I am irrational. I fight against the very things I cry out for. But I am told that love is stronger than walls, and therein lies my hope. Please try to beat down those firm walls with firm hands, but with gentle hands - for a child is very sensitive.

Who am I, you may wonder? I am someone you know very well. I am every man and woman you meet.